

**English 2 – Analysis of Similarities and Differences
South Carolina College- and Career-Ready Standards**

Common Core State Standards

| Inquiry-Based Literacy Standards (I) | |
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| Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated. | |
| 1.1 Use a recursive process to develop, evaluate, and refine, questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding. | |
| Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives. | |
| 2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering multiple perspectives and alternative views. | |
| Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis. | |
| 3.1 Develop a plan of action by using appropriate discipline-specific strategies. | |
| 3.2 Examine historical, social, cultural, or political context to broaden inquiry. | |
| 3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias. | |
| 3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry. | |
| Standard 4: Synthesize information to share learning and/or take action. | |
| 4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions. | |
| 4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise. | |
| 4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action. | |

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| Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively. | |
| 5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process. | |
| 5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action. | |
| 5.3 Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry. | |

| Reading – Literary Text Standards (RL) | Reading Standards (R) |
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| Principles of Reading | Foundational Skills |
| Standard 1: Demonstrate understanding of the organization and basic features of print. | |
| <i>1.1 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Recognize the distinguishing features of a sentence. | |
| <i>1.2 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize that spoken words are represented in written language by specific sequences of letters. | |
| <i>1.3 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Understand that words are separated by spaces in print. | |
| <i>1.4 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize and name all upper- and lowercase letters of the alphabet. | |
| Standard 2: Demonstrate understanding of spoken words, syllables, and sounds | |
| <i>2.1 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Distinguish long from short vowel sounds in spoken single-syllable words. | |
| <i>2.2 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Orally produce single-syllable words by blending sounds including consonant blends in spoken words. | |
| <i>2.3 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words. | |
| <i>2.4 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Segment spoken single-syllable words into their complete sequence of individual sounds. | |

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| <p>2.5 Students are expected to build upon and continue applying previous learning.</p> <p>Kindergarten Add or substitute individual sounds in simple, one-syllable words to make new words.</p> | |
| <p>Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> | |
| <p>3.1 Students are expected to build upon and continue applying previous learning.</p> <p>Grade 4 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context and out of context.</p> | |
| <p>3.2 Students are expected to build upon and continue applying previous learning.</p> <p>Grade 2 Use knowledge of how syllables work to read multisyllabic words.</p> | |
| <p>3.3 Students are expected to build upon and continue applying previous learning.</p> <p>Grade 2 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</p> | |
| <p>3.4 Students are expected to build upon and continue applying previous learning.</p> <p>Grade 2 Use and apply knowledge of vowel diphthongs.</p> | |
| <p>3.5 Students are expected to build upon and continue applying previous learning.</p> <p>Grade 2 Use and apply knowledge of how inflectional endings change words.</p> | |
| <p>3.6 Students are expected to build upon and continue applying previous learning.</p> <p>Grade 3 Read grade-appropriate irregularly spelled words.</p> | |
| <p>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</p> | |
| <p>4.1 Students are expected to build upon and continue applying previous learning.</p> <p>Grade 2 Read grade-level text with purpose and understanding.</p> | |
| <p>4.2 Students are expected to build upon and continue applying previous learning.</p> | |

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| <i>Grade 4 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</i> | |
| <i>4.3 Students are expected to build upon and continue applying previous learning.</i> <i>Grade 1 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i> | |
| (RL) Meaning and Context | (R) Key Ideas and Details |
| Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. | Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| 5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations. | RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| <i>5.2 Students are expected to build upon and continue applying previous learning.</i> <i>Grade 2 Make predictions before and during reading; confirm or modify thinking.</i> | |
| Standard 6: Summarize key details and ideas to support analysis of thematic development. | Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| 6.1 Determine a theme a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| (RL) Meaning and Context | (R) Integration of Knowledge and Ideas |
| Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities. | Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| 7.1 Trace the development of a common theme in two different artistic mediums. | RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent |

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| | in each treatment (e. g. Auden’s “Musee des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>). |
| 7.2 Investigate how literary texts and related media allude to themes and archetypes from historical and cultural traditions. | RL.9 -10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). |
| (RL) Meaning and Context | (R) Key Ideas and Details |
| Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context. | Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| 8.1 Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context. | |
| | RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| (RL) Language, Craft, and Structure | (R) Craft and Structure |
| Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. | Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| 9.1 Determine the figurative and connotative meanings of words and phrases; analyze the cumulative impact of specific word choices on meaning and tone. | RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
| 9.2 <i>Students are expected to build upon and continue applying previous learning</i> Grade 7 <i>Analyze the impact of the author’s use of words, word phrases, and conventions on meaning and tone.</i> | |
| (RL) Language, Craft, and Structure | (L) Vocabulary Acquisition and Use |
| Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. | Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for |

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| | reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| 10.1 Use context clues to determine meanings of words and phrases. | L.9-10.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| 10.2 Students are expected to build upon and continue applying previous learning. Grade 5 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes. | |
| 10.3 Students are expected to build upon and continue applying previous learning. Grade 2 Use a base word to determine the meaning of an unknown word with the same base. | L.9-10.4.B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze</i> , <i>analysis</i> , <i>analytical</i> ; <i>advocate</i> , <i>advocacy</i>). |

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| <p><i>10.4 Students are expected to build upon and continue applying previous learning.</i></p> <p>Grade 2 Use the meanings of individual words to predict the meaning of compound words.</p> | |
| <p><i>10.5 Students are expected to build upon and continue applying previous learning.</i></p> <p>Grade 5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p> | <p>L.9-10.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>L.9-10.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> |
| <p><i>10.6 Students are expected to build upon and continue applying previous learning.</i></p> <p>Grade 6 Acquire and use general academic and domain-specific words or phrases that signal contrast, addition, and logical relationships; demonstrate an understanding of nuances and jargon.</p> | |
| | <p>L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |
| (RL) Language, Craft, and Structure | (R) Craft and Structure |
| Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style. | Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text. |
| <p>11.1 Analyze how point of view and author's perspective and purpose shape content, meaning, and style.</p> | |
| <p><i>11.2 Students are expected to build upon and continue applying previous learning.</i></p> <p>Grade 3 Compare and contrast the reader's point of view to that of the narrator or a character.</p> | |
| | <p>RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> |
| Standard 12: Analyze and critique how the author uses structure in | Anchor Standard 5: Analyze the structure of texts, including how |

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| print and multimedia texts to shape meaning and tone. | specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| 12.1 Determine the significance of the author's use of text structure and plot organization to create mood or effect citing support from the text. | |
| 12.2 Analyze how an author's choices concerning how to structure a text, order events within the text, and manipulate time create different effects. | RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within i(e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |
| (C) Meaning and Context | (R) Integration of Knowledge and Ideas |
| Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information. | Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| C.3.1 Determine how context influences the mode of communication used by the presenter in a given situation. | |
| C.3.2 Create engaging visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences. | |
| (RI) Language, Craft, and Structure | (R) Integration of Knowledge and Ideas |
| Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. | Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| 11.1 Explain how the author's ideas or claims are supported through the use of text features and structures. | |
| 11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. | RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning |
| See Standards Listed Below | (R)Integration of Knowledge and Ideas |
| Reading Literary Text Meaning and Context Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities. | Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |

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| <p><i>Reading Informational Text</i> Meaning and Context Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p> | |
| RL 7.1 Trace the development of a common theme in two different artistic mediums. | |
| RL 7.2 Investigate how literary texts and related media allude to themes and archetypes from historical and cultural traditions. | <p>RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare)</p> <p>RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p> |
| RI 7.1 Explain how the use of different mediums, modalities, or formats impacts the reader's understanding of events, topics, concepts, and ideas in argument or informative texts. | |
| (RL) Range and Complexity | (R) Range of Reading and Level of Text Complexity |
| Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time. | Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently. |
| 13.1 Engage in whole and small group reading with purpose and understanding. | |
| 13.2 Read independently for sustained periods of time to build stamina. | |
| 13.3 Read and respond to grade level text to become self-directed, critical readers and thinkers. | |

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| | <p>RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> |
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| Reading - Informational Text Standards (RI) | Reading Standards (R) |
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| Principles of Reading | |
| Standard 1: Demonstrate understanding of the organization and basic features of print. | |
| <i>1.1 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Recognize the distinguishing features of a sentence. | |
| <i>1.2 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize that spoken words are represented in written language by specific sequences of letters. | |
| <i>1.3 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Understand that words are separated by spaces in print. | |
| <i>1.4 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize and name all upper- and lowercase letters of the alphabet. | |
| Standard 2: Demonstrate understanding of spoken words, syllables, and sounds | |
| <i>2.1 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Distinguish long from short vowel sounds in spoken single-syllable words. | |
| <i>2.2 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Orally produce single-syllable words by blending sounds including consonant blends in spoken words. | |
| <i>2.3 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words. | |
| <i>2.4 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Segment spoken single-syllable words into their complete | |

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| <i>sequence of individual sounds.</i> | |
| 2.5 Students are expected to build upon and continue applying previous learning. Kindergarten Add or substitute individual sounds in simple, one-syllable words to make new words. | |
| Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words. | |
| 3.1 Students are expected to build upon and continue applying previous learning. Grade 4 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context and out of context. | |
| 3.2 Students are expected to build upon and continue applying previous learning. Grade 2 Use knowledge of how syllables work to read multisyllabic words. | |
| 3.3 Students are expected to build upon and continue applying previous learning. Grade 2 Read irregularly spelled two-syllable words and words with common prefixes and suffixes. | |
| 3.4 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of vowel diphthongs. | |
| 3.5 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of how inflectional endings change words. | |
| 3.6 Students are expected to build upon and continue applying previous learning. Grade 3 Read grade-appropriate irregularly spelled words. | |
| Standard 4: Read with sufficient accuracy and fluency to support comprehension. | |
| 4.1 Read grade-level text with purpose and understanding. | |
| 4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings. | |

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| 4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text. | |
| (RI) Meaning and Context | (R) Key Ideas and Details |
| Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. | Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| 5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations. | RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| 5.2 <i>Students are expected to build upon and continue applying previous learning.</i> <i>Grade 2 Make predictions before and during reading.</i> | |
| Standard 6: Summarize key details and ideas to support analysis of central ideas. | Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| 6.1 Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities. | |
| 7.1 Explain how the use of different mediums, modalities, or formats impacts the reader's understanding of events, topics, concepts, and ideas in argument or informative texts. | RI.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>). |
| (RI) Language, Craft , and Structure | (R) Craft and Structure |
| Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. | Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| 8.1 Determine figurative, connotative, and technical meanings of words and phrases; analyze the impact of specific words, phrases, analogies or | RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical |

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| allusions on meaning and tone. | meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| 8.2 Explain how the author's meaning and tone are developed and refined by text features and structures. | |
| (RI) Language, Craft, and Structure | (L) Vocabulary Acquisition and Use |
| Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. | <p>Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> |
| | L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i> , choosing flexibly from a range of strategies. |
| 9.1 Use context clues to determine meanings of words and phrases. | L.9-10.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| <p>9.2 <i>Students are expected to build upon and continue applying previous learning.</i></p> <p>Grade 6 Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases and affixes.</p> | L.9-10.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). |
| <p>9.3 <i>Students are expected to build upon and continue applying previous learning.</i></p> <p>Grade 2 Use a base word to determine the meaning of an unknown word with the same base.</p> | |
| <p>9.4 <i>Students are expected to build upon and continue applying previous learning.</i></p> <p>Grade 4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p> | L.9-10.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. |

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| | L.9-10.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| <p><i>9.5 Students are expected to build upon and continue applying previous learning.</i></p> <p>Grade 5 <i>Acquire and use general academic and domain specific words or phrases that signal contrast, addition, and logical relationships; demonstrate and understanding of nuances and jargon.</i></p> | L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| (RI) Language, Craft, and Structure | (R) Craft and Structure |
| Standard 10: Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style. | Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text. |
| 10.1 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. | RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. |
| Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. | Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| 11.1 Explain how the author's ideas or claims are supported through the use of text features and structures. | RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter.) (Definition of structure in SC Standards is broader. See glossary.) |
| 11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. | RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning |
| | (R) Key Ideas and Details |
| | Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| | RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |

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| (C) Meaning and Context | (R) Integration of Knowledge and Ideas |
| Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information. | Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| (RI) Language, Craft, and Structure | (R) Integration of Knowledge and Ideas |
| | Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| 11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. | RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning |
| | Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| (RI) Range and Complexity | (R) Range of Reading and Text Complexity |
| Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text. | Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently. |
| 12.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility. | |
| 12.2 Read independently for a sustained period of time. | |
| 12.3 Read and respond to grade level text to become self-directed, critical readers and thinkers. | |
| | RC. 9-10.10 By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| <p>h. provide a concluding statement or section that follows from and supports the argument presented; and</p> <p>i. include a call to action.</p> <p><i>Included in Fundamentals of Writing</i></p> | <p>attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W. 9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.</p> <p>W. 9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> |
| <p>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><i>Included in Fundamentals of Writing</i></p> | <p>Text Types and Purposes Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Production and Distribution Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Research to Build and Present Knowledge Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> |

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| <p>2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> a. introduce a topic; b. use relevant information from multiple print and multimedia sources; c. organize complex ideas, concepts, and information to make connections and distinctions; d. assess the credibility and accuracy of each source; e. include formatting, graphics, and multimedia to aid comprehension as needed; f. develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. h. use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts; i. use precise language and domain-specific vocabulary to manage the complexity of the topic; j. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and <p>provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><i>Included in Fundamentals of Writing</i></p> | <p>W-9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| | <p>W. 9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> |
| | <p>W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)</p> |
| | <p>W. 9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> |

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| <p>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p><i>Included in Fundamentals of Writing</i></p> | <p>Text Types and Purposes Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p>Production and Distribution Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Research to Build and Present Knowledge Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> |
| <p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ol style="list-style-type: none"> develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences; engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events; use narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters; use a variety of techniques to sequence events so that they build on one another to create a coherent whole; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | <p>W. 9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |

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| <i>Included in Fundamentals of Writing</i> | W. 9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| | W9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here .) |
| | W. 9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| (W) Language | (L) Conventions of Standard English |
| Standard 4: Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking. | Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| 4.1 When writing: a. use parallel structure; d. use parallel structures to communicate similar ideas | L.9-10 1a. Use parallel structure. |
| 4.1 When writing: b use verb, noun, prepositional, and verbal phrases to communicate different meanings; c Use independent, dependent, noun, relative, and adverbial phrases and clauses to convey shades of meaning and variety; e Use parallel structures to communicate similar ideas; and Use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun relative, and adverbial clauses to convey specific meanings and add variety and interest to writing. | L.9-10.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| 4.2 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 Form and use frequently occurring irregular plural nouns. | |
| 4.3 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 Use reflexive pronouns. | |

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| <p>4.4 Students are expected to build upon and continue applying previous learning. Grade 2 Form and use the past tense of frequently occurring irregular verbs.</p> | |
| <p>4.5 Students are expected to build upon and continue applying previous learning. Grade 2 Use adjectives and adverbs and choose between them depending on what is to be modified.</p> | |
| <p>4.6 Students are expected to build upon and continue applying previous learning. Grade 2 Use frequently occurring positional and time and place prepositions.</p> | |
| <p>4.7 Students are expected to build upon and continue applying previous learning. Grade 2 Use frequently occurring conjunctions.</p> | |
| <p>4.8 Students are expected to build upon and continue applying previous learning. Grade 2 Produce, expand, and rearrange complete simple and compound sentences.</p> | |
| Standard 5: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. | Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| <p>5.1 Students are expected to build upon and continue applying previous learning. Grade 5 Apply correct usage of capitalization in writing.</p> | |
| <p>5.2 Use: a. a semicolon or a conjunctive adverb to link two or more closely related independent clauses; b. a colon to introduce a list or quotation; and c. commas to separate adjacent, parallel structures.</p> | 1.9-10.2.a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. |
| | L. 9-10.2.b Use a colon to introduce a list or quotation. |
| <p>5.3 Students are expected to build upon and continue applying previous learning. Grade 3 Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words.</p> | 1.9-10.2.c Spell correctly. |
| <p>5.4 Students are expected to build upon and continue applying previous learning. Grade 4 Use spelling patterns and generalizations.</p> | |

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| 5.5 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 3 Consult print and multimedia resources to check and correct spellings. | |
| (C) Meaning and Context | (W) Production and Distribution |
| Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information. | Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| | W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
| 3.1 Determine how context influences the mode of communication used by the presenter in a given situation. | |
| 3.2 Create engaging visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences. | |
| See Standards Listed Below | (W) Research to Build and Present Knowledge |
| Reading Informational Text Meaning and Context Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities. | Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| | W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| Reading Literary Text Meaning and Context Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. | Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. |

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| Reading Informational Text Meaning and Context Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. | |
| Reading Literary Text Meaning and Context 5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations. Reading Informational Text Meaning and Context 5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations. | W. 9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| (W) Range and Complexity | (W) Range of Writing |
| Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. | Anchor Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| 6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences. | W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| 6.2 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 Print upper- and lower-case letters proportionally using appropriate handwriting techniques. | |
| 6.3 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 1 Write left to right leaving space between words. | |
| 6.4 Demonstrate effective keyboarding skills. | |
| 6.5 <i>Students are expected to build upon and continue applying previous</i> | |

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| <i>learning.</i> Grade 5 <i>Connect upper- and lower-case letters efficiently and proportionately in cursive handwriting.</i> | |
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| Communication Standards(C) | Speaking and Listening Standards (SL) |
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| Meaning and Context | Comprehension and Collaboration |
| Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives. | Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| 1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; and develop logical interpretations of new findings. | SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |
| 1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively. | SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. |
| | SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. |
| 1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults. | SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| 1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings. | SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| 1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence. | |
| 1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives. | |

| (C) Meaning and Context | (SL) Presentation of Knowledge and Ideas |
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| Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources. | Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| 2.1 Present information and findings from multiple authoritative sources; assess the usefulness of each source in answering the research question, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task. | SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |
| 2.2 Distinguish between credible and non-credible sources of information. | |
| 2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | |
| 2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate. | |
| (C) Meaning and Context | See Standards Listed Below |
| Standard 3: Communicate information through strategic use of multiple modalities, visual displays, and digital media to enrich understanding when presenting ideas and information. | Comprehension and Collaboration Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Presentation of Knowledge and Ideas Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. |
| 3.1 Determine how context influences the mode of communication used by the presenter in a given situation. | |
| 3.2 Create engaging visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences. | SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest |

| (C) Language, Craft and Structure | (SL) Comprehension and Collaboration |
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| Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences. | Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. |
| 4.1 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacies in reasoning or exaggerated or distorted evidence. | SL.9-10-3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| 4.2 Determine if the speaker develops well-organized messages that use logical, emotional, and ethical appeals. | |
| 4.3 Analyze the speaker's use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience. | |
| Standard 5: Incorporate craft techniques to engage and impact audience and convey messages. | |
| 5.1 Remain conscious of the audience and anticipate possible misconceptions or objections. | |
| 5.2 Employ effective repetition, rhetorical questions, and delivery style to convey message to impact the audience. | |
| 5.3 Develop messages that use logical, emotional, and ethical appeals. | |
| See Standards Listed Below | (SL) Presentation of Knowledge and Ideas |
| Communication Meaning and Context Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives. Writing Language Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. | Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| 1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults. | SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.) |

The following section of this document compares the Common Core Language Standards with the SC College-and Career ELA Standards. Parallels to the Common Core Language Standards are found in the Reading and Writing Strands of the SC CCR Standards as noted.

| Writing Standards (W) | Language Standards (L) |
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| Language | Conventions of Standard English |
| Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking | Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking |
| | L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| When writing: 4.1a use parallel structure. 4.1d use parallel structures to communicate similar ideas | L.9-10.1a Use parallel structure. |
| When writing: 4.1b use verb, noun, prepositional, and verbal phrases to communicate different meanings; 4.1c Use independent, dependent, noun, relative, and adverbial phrases and clauses to convey shades of meaning and variety; 4.1e use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun relative, and adverbial clauses to convey specific meanings and add variety and interest to writing. | L.9-10.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations |
| Standard 5 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| | L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. |
| 5.2 Use: a. a semicolon or a conjunctive adverb to link two or more closely related independent clauses; | L.9-10.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent |
| 5.2 Use: b. a colon to introduce a list or quotation; | L.9-10.2b Use a colon to introduce a list or quotation. |
| 5.3 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 3 <i>Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words.</i> | L.9-10.2c Spell correctly. |

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| <p>5.4 Students are expected to build upon and continue applying previous learning. Grade 4 Use spelling patterns and generalizations.</p> <p>5.5 Students are expected to build upon and continue applying previous learning. Grade 3 Consult print and multimedia resources to check and correct spellings.</p> | |
| | Knowledge of Language |
| | Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| | L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully |
| <p>1.1g quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;</p> <p>2.1g quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> | L.9-10.3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , Turabian's <i>Manual for Writers</i>) appropriate for the discipline and writing. |
| See Standards Listed Below | Vocabulary Acquisition and Use |
| <p>Reading Literary Text Language, Craft, and Structure Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>Reading Informational Text Language, Craft, and Structure Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> | Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| | L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i> , |

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| | choosing flexibly from a range of strategies. |
| 10.1 Use context clues to determine meanings of words and phrases. | L.9-10.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| 9.1 Use context clues to determine meanings of words and phrases. | |
| <p><i>10.2 Students are expected to build upon and continue applying previous learning.</i></p> <p>Grade 5 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</p> <p><i>4.2 Students are expected to build upon and continue applying previous learning.</i></p> <p>Grade 6 Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases and affixes.</p> | L. 9-10.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). |
| <p><i>10.5 Students are expected to build upon and continue applying previous learning.</i></p> <p>Grade 5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p> <p><i>9.4 Students are expected to build upon and continue applying previous learning.</i></p> <p>Grade 4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p> | L.9-10-4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. |
| | L.9-10.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| | Anchor Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| <p>Reading Literary Text</p> <p>Language, Craft, and Structure</p> <p><i>10.6 Students are expected to build upon and continue applying previous learning.</i></p> <p>Grade 6 Acquire and use general academic and domain specific words or phrases that signal contrast, addition, and logical relationships;</p> | L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

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| <p><i>demonstrate an understanding of nuances and jargon.</i></p> <p>Reading Informational Text Language, Craft, and Structure <i>9.5 Students are expected to build upon and continue applying previous learning.</i> Grade 5 <i>Acquire and use general academic and domain specific words or phrases that signal contrast, addition, and logical relationships; demonstrate an understanding of nuances and jargon.</i></p> | |
| | <p>L. 9-10.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> |
| <p>Reading Literary Text Language, Craft, and Structure <i>10.6 Students are expected to build upon and continue applying previous learning.</i> Grade 6 <i>Acquire and use general academic and domain specific words or phrases that signal contrast, addition, and logical relationships; demonstrate an understanding of nuances and jargon.</i></p> <p>Reading Informational Text Language, Craft, and Structure <i>9.5 Students are expected to build upon and continue applying previous learning.</i> Grade 5 <i>Acquire and use general academic and domain specific words or phrases that signal contrast, addition, and logical relationships; demonstrate an understanding of nuances and jargon.</i></p> | <p>L.9-10.5b Analyze nuances in the meaning of words with similar denotations.</p> |
| <p>Reading Literary Text Language, Craft, and Structure Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>Reading Informational Text Language, Craft, and Structure Standard 9: Apply a range of strategies to determine and deepen</p> | <p>Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> |

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| <p>the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary</p> <p><i>Included in Fundamentals of Reading</i></p> | |
| <p>Reading Literary Text Language, Craft, and Structure <i>10.6 Students are expected to build upon and continue applying previous learning.</i> Grade 6 <i>Acquire and use general academic and domain specific words or phrases that signal contrast, addition, and logical relationships; demonstrate and understanding of nuances and jargon.</i></p> <p>Reading Informational Text Language, Craft, and Structure <i>9.5 Students are expected to build upon and continue applying previous learning.</i> Grade 5 <i>Acquire and use general academic and domain specific words or phrases that signal contrast, addition, and logical relationships; demonstrate and understanding of nuances and jargon.</i></p> | <p>L. 9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |